2012-13 Single-Year Dropout Rate Report

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Background

- This report presents Utah's single-year dropout rate for school year (SY) 2013.
- The single-year dropout rate is the percentage of 9th through 12th grade students who dropped out of school in a single year, regardless of their cohort year. (A student's cohort year is his/her expected graduation year, calculated as four years from the start of his/her ninth grade year.) Students who drop out multiple times in a school year are reported only once for a single school year at the state level. However, students who drop out in more than one year are reported as single-year dropouts for every year in which they drop out.
- For the 2013 school year, the single-year dropout rate is calculated consistent with Federal reporting guidelines. Some requirements for tracking students to determine dropout status were strengthened beginning in SY 2012, thus leading to identification of more students as dropouts than in previous calculations. Therefore, the rate is expected to be higher in 2012 and 2013 than previous years due to differences in the calculation, and the 2012 and 2013 rates are not directly comparable to previous years' rates.
- The Utah State Office of Education (USOE) uses a Statewide Student Identifier (SSID) to accurately track each student.

Key Facts

- The overall single-year dropout rate was 5.5% and ranged from 2% among 9th graders to 11% among 12th graders. The rate dropped in SY 2013 for all subgroups and is 0.5% lower overall in SY 2013 than SY 2012.
- The single-year dropout rate is approximately 50% higher or more with each subsequent grade from 9th to 12th.
- Students who are economically disadvantaged, are English learners (EL), or have a disability have consistently higher single-year dropout rates than the overall average. This difference becomes more pronounced in higher grades.
- Students who identify as African American/Black, American Indian, Hispanic/Latino, and Pacific Islander have consistently higher single-year dropout rates than students who identify as White. This difference becomes more pronounced in higher grades.

Single-Year Dropout Rates by Grade, Subgroup, and School Year

Definition of Single-Year Dropout

Single-year dropouts are students who left 9th through 12th grade with a reason of Unknown, Withdrawn, Dropout, Expelled, Transferred to Adult Education, Exited to take the GED¹, or Graduation Pending. Additionally, if the student transferred to another public school within the state (including district and charter schools) and did not reappear by September 30 of the following school year, then he/she counts as a dropout. Finally, if the student was a retained senior but did not reappear by September 30 of the following school year, then he/she counts as a dropout. This count does not include students who transferred to home school, private school, or a school outside of the state or country. Students who withdrew for medical reasons are also excluded from the dropout count. This definition is consistent with the Federal definition of a single-year dropout.

Tables and Charts: Single-Year Dropout Rates by Grade, Subgroup, and School Year

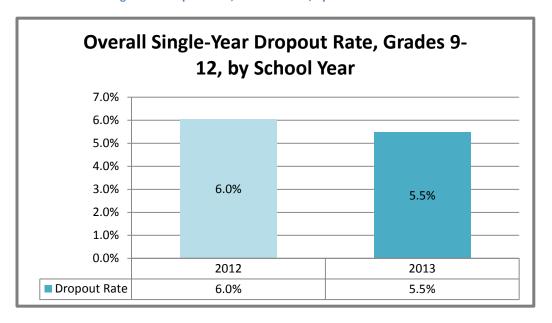
Exhibit 1. Single-Year Dropout Rates by Subgroup and School Year, Grades 9 to 12

	All Students	African American/ Black	American Indian	Asian	Hispanic/ Latino	Pacific Islander	White	Economic Dis- advantage	English Learners	Students with Disabilities			
Single-Year Dropout Rate, Grades 9-12													
2013	5.5%	9.8%	10.8%	5.4%	9.3%	6.7%	4.5%	7.9%	10.2%	7.4%			
2012	6.0%	10.8%	11.9%	6.0%	10.5%	8.4%	5.0%	8.3%	11.5%	8.2%			
Dropo	Dropout Count, Grades 9-12												
2013	9,703	240	269	192	2,496	186	6,182	4,641	916	1,425			
2012	10,382	264	304	211	2,651	223	6,596	4,819	926	1,545			
Enroll	ment Count,	Grades 9-12											
2013	166,928	2,451	2,495	3,559	26,703	2,785	135,985	59,056	8,989	19,291			
2012	171,630	2,450	2,554	3,497	25,364	2,647	133,097	57,732	8,039	18,761			

The overall single-year dropout rate declined from 6.0% in SY 2012 to 5.5% in SY 2013. In part this is due to the decline in the dropout rate among white students, who comprise the majority of Utah's students by racial/ethnic breakdown (from 5.0% to 4.5%); however, the dropout rate also declined among all subgroups. The largest declines from SY 2012 to SY 2013 were seen with Pacific Islander students (1.7%), and English learner students (1.3%).

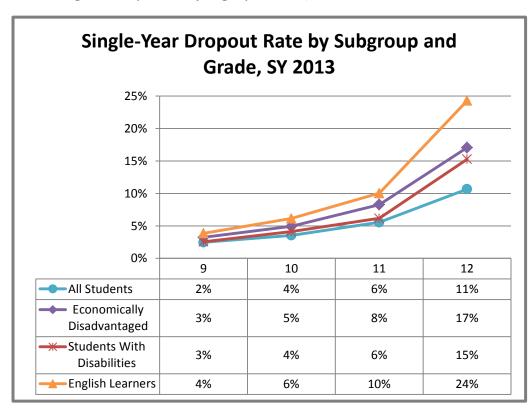
¹ Students are differentiated between those who exited to pursue a GED but have not yet completed it, and students who exited school and completed the GED by the following September 30. If a student exited to take the GED and did not complete it on time then he/she is treated as a dropout.

Exhibit 2. Overall Single-Year Dropout Rate, Grades 9 to 12, by School Year



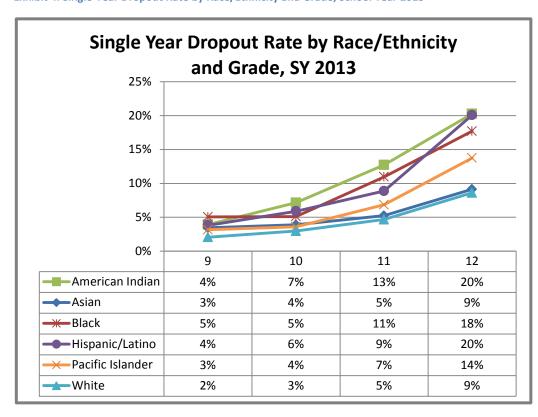
The overall statewide singleyear dropout rate for 9th to 12th grade students was 5.5% in school year 2013. This is lower than the rate of 6.0% in school year 2012.

Exhibit 3. Single-Year Dropout Rate by Subgroup and Grade, School Year 2013



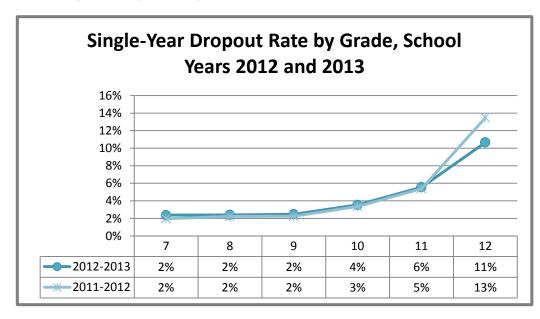
Single-year dropout rates are higher for students who are economically disadvantaged, are English learners (EL), or have a disability, as compared with the overall average. The difference in the rate by subgroup becomes more pronounced after 11th grade. The singleyear dropout rate among 12th grade EL students (24%) is more than double the rate for 12th grade students overall (11%); however, this gap is lower than it was in SY 2012 (13% difference in 2013 compared with 19% difference in 2012).

Exhibit 4. Single-Year Dropout Rate by Race/Ethnicity and Grade, School Year 2013



White students consistently have a lower single-year dropout rate than students who identify as part of a racial/ethnic minority group. The difference becomes more pronounced after 10th grade. American Indian, Black, and Hispanic/Latino students have the highest single-year dropout rates in 12th grade. The single-year dropout rate among American Indian and Hispanic/Latino 12th graders (20%) is more than double the rate for White 12th graders (9%).

Exhibit 5. Single-Year Dropout Rate by Grade, School Years 2012 and 2013



The single-year dropout rate is approximately 50% higher or more with each subsequent grade from 9th to 12th grades. The single-year dropout rate by grade was similar in 2012 and 2013 for 7th to 9th graders, was lower in SY 2012 than SY 2013 for 10th and 11th graders, and was lower in SY 2013 than in SY 2012 for 12th graders (11% in 2013 compared with 13% in



Single-Year Dropout Rate Detail by District and Charter, School Year 2013

The following table shows student counts and single-year dropout rates for each district and charter in the state. Students are included if they were enrolled in 9^{th} through 12^{th} grade during the 2013 school year. The student enrollment counts and single-year dropout rates are also included by subgroup. If the number of students in a subgroup is less than ten (n<10), the data is suppressed in order to protect student privacy.

Exhibit 6. Single-Year Dropout Rate Detail by District and Charter, School Year 2013

			Si	ingle-Y	'ear Dr	opout	Rate I	Detail b	y Dist	rict an	d Chai	rter, Sc	hool Y	ear 20	13							
	All Students				All Students African American/ Black		American	Alaska Native		Asian		Hispanic/ Latino		Native Hawaiian or Pacific Islander)	Economic Disadvantage		English Learners		Students with	Disabilities
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
ALPINE DISTRICT	20326	4%	165	n<10	140	8%	258	4%	1847	6%	307	8%	17399	3%	5103	6%	484	7%	1915	7%		
BEAVER DISTRICT	483	n<10	n<10	n<10	n<10	n<10	10	n<10	57	n<10	n<10	n<10	411	n<10	193	n<10	20	n<10	57	n<10		
BOX ELDER DISTRICT	3384	5%	19	n<10	27	n<10	20	n<10	336	8%	n<10	n<10	2952	4%	1209	8%	84	n<10	370	9%		
CACHE DISTRICT	4740	2%	44	n<10	16	n<10	38	n<10	383	5%	28	n<10	4185	2%	1190	1%	127	n<10	444	4%		
CANYONS DISTRICT	10702	6%	120	11%	79	18%	292	n<10	1253	11%	105	15%	8427	5%	2884	13%	422	13%	1005	10%		
CARBON DISTRICT	927	4%	n<10	n<10	n<10	n<10	n<10	n<10	108	n<10	n<10	n<10	805	4%	366	5%	17	n<10	143	n<10		
DAGGETT DISTRICT	58	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	17	n<10	n<10	n<10	n<10	n<10		
DAVIS DISTRICT	20381	4%	324	6%	115	10%	378	n<10	1846	7%	250	n<10	17244	3%	4998	7%	632	6%	2043	8%		
DUCHESNE DISTRICT	1309	4%	n<10	n<10	77	n<10	n<10	n<10	67	n<10	n<10	n<10	1133	3%	418	6%	n<10	n<10	186	9%		
EMERY DISTRICT	665	3%	n<10	n<10	n<10	n<10	n<10	n<10	46	n<10	n<10	n<10	604	3%	258	6%	18	n<10	90	n<10		
GARFIELD DISTRICT	293	6%	n<10	n<10	n<10	n<10	n<10	n<10	21	n<10	n<10	n<10	259	6%	122	10%	14	n<10	45	n<10		
GRAND DISTRICT	473	4%	n<10	n<10	13	n<10	n<10	n<10	59	n<10	n<10	n<10	391	3%	189	n<10	33	n<10	40	n<10		
GRANITE DISTRICT	20078	9%	582	12%	289	16%	1029	5%	5672	12%	750	8%	11658	7%	8245	10%	2541	12%	2132	11%		
IRON DISTRICT	2502	3%	14	n<10	87	n<10	n<10	n<10	223	5%	12	n<10	2116	3%	1005	5%	40	n<10	348	7%		
JORDAN DISTRICT	15915	5%	203	12%	81	14%	278	5%	2233	10%	257	8%	12379	4%	3555	8%	514	13%	1803	6%		
JUAB DISTRICT	703	2%	n<10	n<10	n<10	n<10	n<10	n<10	28	n<10	n<10	n<10	652	n<10	251	n<10	n<10	n<10	89	n<10		
KANE DISTRICT	379	6%	n<10	n<10	n<10	n<10	n<10	n<10	22	n<10	n<10	n<10	350	7%	156	8%	n<10	n<10	54	n<10		
LOGAN CITY DISTRICT	1740	5%	23	n<10	22	n<10	59	n<10	439	8%	13	n<10	1172	4%	814	7%	118	8%	194	8%		
MILLARD DISTRICT	901	2%	n<10	n<10	n<10	n<10	11	n<10	133	n<10	n<10	n<10	736	1%	420	2%	32	n<10	144	n<10		
MORGAN DISTRICT	787	1%	n<10	n<10	n<10	n<10	n<10	n<10	23	n<10	n<10	n<10	734	n<10	152	n<10	n<10	n<10	46	n<10		
MURRAY DISTRICT	2071	6%	38	n<10	18	n<10	41	n<10	289	8%	70	n<10	1583	6%	582	11%	116	n<10	197	15%		
NEBO DISTRICT	9035	3%	47	n<10	62	n<10	53	n<10	907	7%	70	n<10	7824	3%	3433	4%	146	n<10	1029	3%		
NORTH SANPETE DISTRICT	772	5%	n<10	n<10	n<10	n<10	n<10	n<10	95	n<10	n<10	n<10	650	5%	317	4%	26	n<10	117	n<10		
NORTH SUMMIT DISTRICT	281	n<10	n<10	n<10	n<10	n<10	n<10	n<10	31	n<10	n<10	n<10	244	n<10	93	n<10	n<10	n<10	35	n<10		
OGDEN CITY DISTRICT	3785	12%	51	n<10	40	n<10	20	n<10	1862	11%	37	n<10	1695	13%	2747	13%	581	12%	411	14%		
PARK CITY DISTRICT	1509	4%	10	n<10	n<10	n<10	16	n<10	179	6%	n<10	n<10	1259	4%	236	7%	39	n<10	123	n<10		
PIUTE DISTRICT	119	n<10	n<10	n<10	n<10	n<10	n<10	n<10	11	n<10	n<10	n<10	104	n<10	71	n<10	n<10	n<10	13	n<10		
PROVO DISTRICT	4358	10%	55	20%	59	17%	134	13%	1124	12%	105	n<10	2832	9%	1793	10%	349	13%	558	11%		



			Si	ingle-Y	'ear Dı	opout	Rate I	Detail b	y Dist	rict an	d Chai	ter, Sc	hool Y	ear 20	13					
	All Students		African American/ Black		American Indian or Alaska Native		Asian		Hispanic/	Latino	Native Hawaiian or	Pacific Islander	White		Economic Disadvantage		English Learners		Students with	Disabilities
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
RICH DISTRICT	130	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	75	n<10	n<10	n<10	n<10	n<10
SALT LAKE DISTRICT	7028	9%	343	12%	110	17%	363	6%	2707	10%	330	5%	2979	8%	4339	10%	1367	12%	864	9%
SAN JUAN DISTRICT	1062	5%	n<10	n<10	607	7%	n<10	n<10	30	n<10	n<10	n<10	414	n<10	706	7%	181	7%	125	n<10
SEVIER DISTRICT	1504	6%	n<10	n<10	126	10%	n<10	n<10	86	14%	n<10	n<10	1272	6%	698	8%	15	n<10	192	7%
SOUTH SANPETE DISTRICT	1022	5%	n<10	n<10	n<10	n<10	n<10	n<10	130	11%	n<10	n<10	851	3%	408	3%	40	n<10	93	n<10
SOUTH SUMMIT DISTRICT	452	3%	n<10	n<10	n<10	n<10	n<10	n<10	42	n<10	n<10	n<10	397	n<10	82	n<10	n<10	n<10	39	n<10
TINTIC DISTRICT	84	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	39	n<10	n<10	n<10	n<10	n<10
TOOELE DISTRICT	4250	2%	34	n<10	39	n<10	18	n<10	559	3%	33	n<10	3479	2%	1441	3%	131	n<10	503	n<10
UINTAH DISTRICT	1832	7%	n<10	n<10	64	n<10	n<10	n<10	139	14%	n<10	n<10	1592	6%	533	10%	22	n<10	180	11%
UTAH SCHOOLS FOR DEAF & BLIND	44	n<10	n<10	n<10	n<10	n<10	n<10	n<10	14	n<10	n<10	n<10	25	n<10	n<10	n<10	n<10	n<10	*	n<10
WASATCH DISTRICT	1734	4%	n<10	n<10	n<10	n<10	14	n<10	221	7%	n<10	n<10	1480	3%	538	4%	94	n<10	186	6%
WASHINGTON DISTRICT	8108	4%	67	n<10	152	n<10	78	n<10	967	5%	158	n<10	6638	4%	3134	5%	330	4%	966	4%
WAYNE DISTRICT	167	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	73	n<10	n<10	n<10	33	n<10
WEBER DISTRICT	9784	5%	125	10%	75	15%	139	11%	1151	10%	58	n<10	8051	4%	2910	6%	173	9%	1209	7%
ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	490	4%	28	n<10	18	n<10	49	n<10	113	n<10	38	n<10	240	n<10	220	n<10	16	n<10	24	n<10
AMERICAN LEADERSHIP ACADEMY	570	5%	n<10	n<10	n<10	n<10	n<10	n<10	74	n<10	n<10	n<10	478	3%	111	n<10	n<10	n<10	70	n<10
AMERICAN PREPARATORY ACADEMY	317	7%	n<10	n<10	n<10	n<10	24	n<10	155	8%	13	n<10	114	n<10	213	8%	136	10%	29	n<10
BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	102	10%	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	84	n<10	37	n<10	n<10	n<10	16	n<10
CANYON GROVE ACADEMY	22	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	10	n<10	n<10	n<10	n<10	n<10
CITY ACADEMY	209	8%	n<10	n<10	n<10	n<10	n<10	n<10	37	n<10	n<10	n<10	152	7%	62	16%	n<10	n<10	40	n<10
DAVINCI ACADEMY	285	8%	n<10	n<10	n<10	n<10	n<10	n<10	53	n<10	n<10	n<10	213	7%	112	n<10	n<10	n<10	49	n<10
EARLY LIGHT ACADEMY AT DAYBREAK	68	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	12	n<10	n<10	n<10	11	n<10
EAST HOLLYWOOD HIGH	336	10%	n<10	n<10	n<10	n<10	n<10	n<10	72	n<10	n<10	n<10	255	10%	142	9%	n<10	n<10	53	n<10
ENTHEOS ACADEMY	62	n<10	n<10	n<10	n<10	n<10	n<10	n<10	18	n<10	n<10	n<10	40	n<10	38	n<10	n<10	n<10	10	n<10
FAST FORWARD HIGH	271	13%	n<10	n<10	n<10	n<10	n<10	n<10	60	n<10	n<10	n<10	198	12%	170	11%	24	n<10	40	n<10
FREEDOM ACADEMY	42	n<10	n<10	n<10	n<10	n<10	n<10	n<10	13	n<10	n<10	n<10	27	n<10	21	n<10	n<10	n<10	n<10	n<10
HAWTHORN ACADEMY	62	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	14	n<10	n<10	n<10	11	n<10
INTECH COLLEGIATE HIGH SCHOOL	166	n<10	n<10	n<10	n<10	n<10	n<10	n<10	28	n<10	n<10	n<10	127	n<10	51	n<10	n<10	n<10	18	n<10
ITINERIS EARLY COLLEGE HIGH	234	n<10	n<10	n<10	n<10	n<10	15	n<10	44	n<10	n<10	n<10	160	n<10	48	n<10	n<10	n<10	n<10	n<10
JEFFERSON ACADEMY	18	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10
KARL G MAESER PREPARATORY ACADEMY	398	7%	n<10	n<10	n<10	n<10	15	n<10	28	n<10	n<10	n<10	333	7%	42	n<10	n<10	n<10	24	n<10



			Si	ingle-Y	ear Dı	opout	Rate I	Detail b	y Dist	rict an	d Cha	rter, Sc	hool Y	ear 20	13					
	All Students	All Students African American/ Black		Black	Black American Indian or		Alaska Native		Hispanic/	Latino	Native Hawaiian or	Pacific Islander	White		Economic Disadvantage		English	Learners	Students with	Disabilities
	N	%	N	%	% N %		N	%	N	%	N	%	N	%	N	%	N	%	N	%
LAKEVIEW ACADEMY	26	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	10	n<10	n<10	n<10	n<10	n<10
LEGACY PREPARATORY ACADEMY	239	18%	n<10	n<10	n<10	n<10	10	100%	14	n<10	n<10	n<10	195	12%	42	n<10	n<10	n<10	24	n<10
LIBERTY ACADEMY	44	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	17	n<10	n<10	n<10	15	n<10
LINCOLN ACADEMY	60	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	17	n<10	n<10	n<10	11	n<10
MERIT COLLEGE PREPARATORY ACADEMY	472	26%	n<10	n<10	n<10	n<10	20	n<10	59	17%	n<10	n<10	378	29%	143	15%	n<10	n<10	57	18%
MONTICELLO ACADEMY	65	15%	n<10	n<10	n<10	n<10	n<10	n<10	16	n<10	n<10	n<10	38	n<10	22	n<10	n<10	n<10	n<10	n<10
MOUNTAIN HEIGHTS ACADEMY	283	22%	n<10	n<10	n<10	n<10	n<10	n<10	17	n<10	n<10	n<10	258	23%	31	35%	n<10	n<10	28	n<10
MOUNTAINVILLE ACADEMY	33	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10
NAVIGATOR POINTE ACADEMY	27	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	11	n<10	n<10	n<10	n<10	n<10
NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	481	3%	n<10	n<10	n<10	n<10	13	n<10	44	n<10	n<10	n<10	395	3%	78	n<10	n<10	n<10	n<10	n<10
NORTH DAVIS PREPARATORY ACADEMY	54	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	16	n<10	n<10	n<10	n<10	n<10
NORTH STAR ACADEMY	42	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10
OGDEN PREPARATORY ACADEMY	93	n<10	n<10	n<10	n<10	n<10	n<10	n<10	31	n<10	n<10	n<10	57	n<10	47	n<10	n<10	n<10	10	n<10
PARADIGM HIGH SCHOOL	529	5%	n<10	n<10	n<10	n<10	n<10	n<10	44	n<10	n<10	n<10	480	4%	109	n<10	n<10	n<10	61	n<10
PINNACLE CANYON ACADEMY	208	7%	n<10	n<10	n<10	n<10	n<10	n<10	39	n<10	n<10	n<10	153	8%	102	n<10	n<10	n<10	48	n<10
PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS	213	11%	n<10	n<10	n<10	n<10	n<10	n<10	15	n<10	n<10	n<10	194	12%	12	n<10	n<10	n<10	n<10	n<10
PROVIDENCE HALL	126	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	115	n<10	29	n<10	n<10	n<10	14	n<10
QUEST ACADEMY	17	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10
RENAISSANCE ACADEMY	13	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10
ROCKWELL CHARTER HIGH SCHOOL	461	13%	n<10	n<10	n<10	n<10	n<10	n<10	25	n<10	n<10	n<10	418	13%	132	n<10	n<10	n<10	55	n<10
SALT LAKE CENTER FOR SCIENCE EDUCATION	164	n<10	n<10	n<10	n<10	n<10	n<10	n<10	74	n<10	n<10	n<10	72	n<10	103	n<10	11	n<10	20	n<10
SALT LAKE SCHOOL FOR THE PERFORMING ARTS	233	7%	n<10	n<10	n<10	n<10	n<10	n<10	21	n<10	n<10	n<10	191	7%	42	n<10	n<10	n<10	17	n<10
SPECTRUM ACADEMY	137	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	39	n<10	n<10	n<10	121	n<10
SUCCESS ACADEMY	362	n<10	n<10	n<10	n<10	n<10	n<10	n<10	20	n<10	n<10	n<10	329	n<10	104	n<10	n<10	n<10	n<10	n<10
SUMMIT ACADEMY HIGH SCHOOL	629	5%	n<10	n<10	n<10	n<10	n<10	n<10	28	n<10	n<10	n<10	570	5%	91	n<10	n<10	n<10	59	n<10
SYRACUSE ARTS ACADEMY	79	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	64	n<10	17	n<10	n<10	n<10	10	n<10
THOMAS EDISON	24	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10
TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	361	9%	n<10	n<10	n<10	n<10	n<10	n<10	29	n<10	n<10	n<10	321	9%	71	n<10	n<10	n<10	33	n<10
UINTAH RIVER HIGH	77	26%	n<10	n<10	*	*	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	36	28%	n<10	n<10	12	n<10



			S	ingle-Y	ear Di	opout	Rate I	Detail b	y Dist	rict an	d Char	rter, Sc	hool Y	ear 20	13					
	All Students African American American		All Students African American/ Black		American Indian or Alaska Native Asian		Asian	Hispanic/ Latino		Native Hawaiian or Pacific Islander		Islander White		Economic Disadvantage		English Learners		Students with	Disabilities	
			%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
UTAH CONNECTIONS ACADEMY	213	23%	n<10	n<10	n<10	n<10	n<10	n<10	13	n<10	n<10	n<10	187	23%	82	30%	n<10	n<10	18	n<10
UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	396	n<10	n<10	n<10	n<10	n<10	n<10	n<10	35	n<10	n<10	n<10	340	n<10	74	n<10	n<10	n<10	n<10	n<10
UTAH VIRTUAL ACADEMY	703	29%	10	n<10	n<10	n<10	10	n<10	39	33%	n<10	n<10	635	29%	358	30%	n<10	n<10	83	16%
VENTURE ACADEMY	132	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	116	n<10	46	n<10	n<10	n<10	18	n<10
WALDEN SCHOOL OF LIBERAL ARTS	106	13%	n<10	n<10	n<10	n<10	n<10	n<10	14	n<10	n<10	n<10	87	13%	49	n<10	n<10	n<10	14	n<10

^{*}Due to the unique demographics of the District/Charter, the subgroup count cannot be published.



Appendix

Comparison of Cohort and Single-Year Dropout Rates

Dropout rates are calculated by USOE using two different sets of rules. The rate included in this report is the single-year, or "event," dropout rate. The single-year dropout rate looks at the number of students who enter 9th through 12th grade in a given year and calculates the percentage that drop out during that year. A student might drop out just once, or multiple times between 9th and 12th grade. Thus, with the single-year dropout rate a single student could be counted as a dropout in more than one year. A student can also drop out (and return) more than once within a school year; however the single-year dropout rate will only count each student once per school year. Being a single-year dropout does not preclude a student from returning to or even completing high school.

The cohort rate includes each student only once, at the time of his/her expected high school completion. Students are expected to graduate four years after they first enroll in 9th grade. Cohort graduation and dropout rates do not add up to 100% because some students complete their education in other ways ("other completers") or remain in school ("continuing students"). Cohort dropouts are students who withdraw, drop out, are expelled and do not return to the public education system, exit to take the GED or enroll in adult education, have a status of Graduation Pending, or are otherwise expected to be enrolled in school, but whose whereabouts are unknown at the end of their cohort period.

- **Single-Year Dropout Rate:** The single-year dropout rate is the percentage of 9th through 12th grade students who dropped out of school in a single year, regardless of their cohort year.
- **Cohort Year:** A student's cohort year (four-year cohort) is his/her expected graduation year, calculated as four years from the start of his/her 9th grade year.
- **Cohort Dropout Rate:** The cohort dropout rate is the percentage of students in a cohort whose status is Dropout at the end of their cohort period.

A major point of difference between the two rates is that the cohort dropout rate is a cumulative count of students who drop out between 9th and 12th grade and do not return to school, while the single-year dropout rate is calculated out of only the students who entered school that year. For this reason, the cohort dropout rate is expected to be higher than the single-year dropout rate. For example, a student who enters 9th grade in SY 2010 then drops out and never returns will count as a dropout in the single-year dropout rate for SY 2010 and in the cohort dropout rate in SY 2013; however, he/she will not be counted as a single-year dropout for his/her 10th, 11th, and 12th grade years, since he/she was never part of the student count for those years. The SY 2013 cohort dropout rate includes students who dropped out and did not return after 9th grade in SY 2010 plus those who dropped and did not return after 10th grade in SY 2011, 11th grade in SY 2012, and 12th grade in SY 2013.

Both the cohort and the single-year dropout rates are important, though for different reasons. The cohort rate of graduation (and dropouts) is used more widely than the single-year dropout rate. This is because high school completion has significant implications on a person's career and livelihood later in life. Single-year dropouts, on the other hand, may return and complete high school; thus there may not be as strong a direct link between single-year dropouts and workforce outcomes as with cohort dropouts. However, all cohort dropouts were single-year dropouts at some point; thus, an increase in the single-year dropout rate among 9th, through 11th graders has negative implications for the cohort dropout rate. Therefore the single-year dropout rate is an indicator of what to expect of future cohort dropout rates.